



Week 2 Assignment:

Overview

The purpose of the assignment this week is to learn about a variety of technology strategies that positively impact a diverse student learning population. From the readings and video clips, you will learn about effective ways to teach using technology to guide instruction for diverse learners. Also, you will continue to collaborate with your learning team in the Google docs area to plan your team solution for the scenario-based, group project. As you read and discuss the content in this week's readings, you should begin to formulate the type of learning activities you and your team members will recommend as part of the solution for your group's project.

Every week during this course you will update your personal eportfolio wiki. For this course, you will use the personal wiki that you created in EDLD 5306. You will update your wiki eportfolio once you've completed all of the readings, videos, and discussions associated with each week's lesson.

Rubric

Task(s)	Accomplished	Proficient	Needs Improvement	Unacceptable
Assignment Week 2 - Part 1 Extends personal wiki eportfolio to include knowledge learned about the Week 2 topics.	1. Proofread carefully (no errors) before posting and followed the rules of netiquette: http://www.albion.com/netiquette/corerules.html . 2. Wiki eportfolio update demonstrates excellence in effort, research, and creativity. 3. Wiki eportfolio posting reflects	1. 1 to 2 minimal errors. 2. Wiki eportfolio update demonstrates effort, research, and creativity. 3. Wiki eportfolio posting reflects a minimum of 1 in-depth paragraph. 4. Student sent the wiki link to the instructional associate for review. (max. 8 pts.)	1. Numerous errors. 2. Little evidence of an eportfolio update. 3. Little effort, little research, and/or little creativity. 4. Wiki eportfolio posting reflects less than a paragraph and content is not aligned with the week's topics. 5. Student sent the wiki link to the	1. Incomplete. 2. Late with completion. 3. General failure to follow expectations in the accomplished category. (0 pts.)

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	<p>an in-depth, substantive one-two paragraph update.</p> <p>4. Student sent the wiki link to the instructional associate for review.</p> <p>(max. 10 pts.)</p>		<p>instructional associate for review.</p> <p>(max. 6 pts.)</p>	
<p>Assignment Week 2 – Part 2 Team Google doc for brainstorming session</p>	<p>1. Provide evidence each team member has contributed to initial brainstorming and planned ways to solve the scenario for the group project.</p> <p>2. Provide evidence of who will be responsible for which parts of the project construction and who will be the team leader for the full project, or how that role will rotate throughout the project.</p> <p>3. Team Google doc link sent to the instructional associate.</p> <p>4. Brainstorming should include evidence of discussions</p>	<p>1. One team member didn't contribute.</p> <p>2. One team member didn't indicate their leadership roles.</p> <p>3. Inaccurate link sent to the IA.</p> <p>4. Evidence of discussions regarding most of the guiding questions within the Team Google doc.</p> <p>(max. 15 pts.)</p>	<p>1. Multiple team members didn't contribute.</p> <p>2. Multiple team members didn't indicate their leadership roles.</p> <p>3. Inaccurate link sent to the IA or link not submitted.</p> <p>4. Evidence of minimal discussion regarding the guiding questions within the Team Google doc.</p> <p>(max. 10 pts.)</p>	<p>1. Little or no evidence of team contributions/collaborations.</p> <p>2. Team member leadership roles are not evident/or extremely limited.</p> <p>3. Failure to send IA the link to the Google doc.</p> <p>4. Extremely limited discussion within the Team Google doc.</p> <p>5. General failure to follow directions or complete the assignment.</p> <p>(max. 5 pts.)</p>

	<p>regarding the guiding questions provided in the scenario:</p> <ul style="list-style-type: none">-What process will you use as a learning team to solve the scenario-based problem?-Who should be a part of the learning team composition?-Who will be the team leader to get the project started and keep the team on track?-What skills will your learning team need to possess to successfully solve this problem?-Which team member has experience with special needs students?-What will be the roles of each team member in the development, implementation, and assessment of the program?-Who will be responsible for ensuring the			
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	<p>technology-based learning activities are research-based?</p> <p>-What grade level and content area(s) will you address?</p> <p>-What will the learning activities look like?</p> <p>-How will you model examples for the teacher?</p> <p>-How will you assess the effectiveness of the learning activities?</p> <p>-What technology tools will be included in the -Google wiki/Web site format your team will use for the final delivery of your scenario solution? Will it include video, documents, and other technology project samples?</p> <p>-Who will publish your work and to which free sites such as TeacherTube, Google Videos, Flickr, or others will be linked back to the</p>			
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	Google team wiki/Web site? (max. 20 points)			
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Assignment Week 2 - Part 1 Instructions

After completing this week's readings, videos, and discussion, update your personal wiki eportfolio to include knowledge learned in Week 2.

Once you've updated your personal wiki eportfolio, submit the information by copying and pasting your post in the box below.

This assignment is due no later than 11:59 p.m. on the seventh day of Week 2 of this course.

Assignment Week 2 - Part 1 Submission Content

Your Wiki ePortfolio URL	http://lmknight.wikispaces.com/EDLD_5364_Teaching_With_Tech
Time and Date of Your Update	March 4, 2011 at 3:55 PM
A Copy of Your Wiki ePortfolio Posts (Copy and paste from your wiki eportfolio)	<p><i>Week 2</i></p> <p>Reflection-Readings: I found the first chapter of Using Technology with Classroom Instruction that Works (Pitler, Hubbell, Kuhn, & Malenoski 2007) as a guide for educators who are beginning the process of technology integration. Ideas included integration of software such as Word, Inspire, Survey Monkey, and Blogs. Since the book was published in 2007, the information was already outdated. Our school works more with innovative Web 2.0 tools. I do appreciate the emphasis on using Rubrics for scoring. Students appreciate knowing the expectations up front for greater success.</p> <p>"The materials and methods teachers use can either present students with barriers to understanding or enhance their opportunities to learn" (Rose & Meyer,</p>

2002).

We must look at technology in a completely different way. Too often educators think that if they plug their kids to headphones on a computer then the student is learning. The software and hardware we utilize with children is not as important as "how" we use it. Whether your students are regurgitating information on a Word document or a website, they are still at the bottom level Blooms Taxonomy. We need to find engaging ways to work with all students and use technology tools that will continue to be an effective addition to a lesson. We need technology to reach higher levels of learning. If teachers take their students to the lab and the students have their headphones plugged in and there is no discussion, I often wonder why. Maybe they are sitting so quietly because they are engrossed in an educational video and responding on a forum/blog. Or, are the students told to put the head phones on, do their work, and don't talk about it. We have to help educators see that learning is messy. It is okay for students to "talk" in the computer lab. Just because technology is present does not mean collaboration ends. Where teachers learned that the lab is a quiet place is beyond my comprehension. I think the lab should be noisy with students helping each other, collaborating, and having fun. Once teachers start to let the children teach each other, they will see that technology is liberating.

I appreciated the article by Schacter (1999) since it paraphrased many pertinent studies. The article created a summary of positive, negative, or even inclusive findings to help the reader understand each technology research study. One study was called the Sivin-Kachal's Review of Research showed, "Students in technology rich environments experienced positive effects on achievement in all major subject areas" (1998). At the final part of the article, the author

summarized the conclusion of impact and effectiveness. Within the conclusion it was stated, "There is, however, evidence in some of these studies that learning technology is less effective or ineffective when the learning objectives are unclear and the focus of the technology use is diffuse" (1999). Teachers need to understand the importance of engaging their students while using apparent objectives.

Sivin-Kachala, J. (1998). Report on the effectiveness of technology in schools, 1990-1997. Software Publisher's Association.

Pitler, H., Hubbell, E., Kuhn, M., & Malenoski, K. (2007). Using Technology with Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Rose, D., & Meyer, A. (2002). Teaching Every Student in the Digital Age: Universal Design for Learning. Alexandria, VA: Association for Supervision and Curriculum Development. Available online at the Center for Applied Special Technology web site, <http://www.cast.org/teachingeverystudent/ideas/tes/>

Schacter, J. (1999). The impact of education technology on student achievement: What the most current research has to say. Santa Monica, CA: Milken Exchange on Education Technology. Retrieved from <http://www.mff.org/pubs/ME161.pdf>.

Video:

In the video titled "diversity of learners," it informed about the many types of learners in classrooms. Each student is unique and the teacher needs new approaches to connect with the variety of students. Teachers need alternatives to the old teaching

methods. In the video on the Universal Design and Universal Design for Learning, it discussed how the UDL is a blueprint which is a design to have a wide variety of learning. The UDL uses technology to include all students. This philosophy is for teachers to rethink education. In the video, Brain Research, it discussed that everyone is different in their learning similar to a fingerprint. There are three kinds of brain networks: recognition, strategic, and affective. Recognition network is the "what" of learning. An example of recognition is gathering facts. Strategic network is the "how" of learning. An example of strategic is solving a math problem, planning, or performing. Affective networks are the "why" of learning. An example of affective would be if the students are engaged and motivated. In the video Principles of Universal Design for Learning it discusses how the UDL helps customize lessons for each of 3 brain networks. It helps to gain multiple means of engagement and that teachers must customize learning.

I found these videos reinforced my previous training since my school district utilizes the [Schlechty model of Working on the Work](#). It gives choice in every lesson and the main focus of every lesson is student engagement.

Lessonbuilder.cast.org (nd). Diversity of learners. Retrieved Mar. 1, 2011 from <http://lessonbuilder.cast.org/window.php?src=videos>
Lessonbuilder.cast.org (nd). Universal Design and Universal Design for Learning. Retrieved Mar. 1, 2011 from <http://lessonbuilder.cast.org/window.php?src=videos>
Lessonbuilder.cast.org (nd). The Brain Research . Retrieved Mar. 1, 2011 from <http://lessonbuilder.cast.org/window.php?src=videos>
Lessonbuilder.cast.org (nd). Principles of Universal

	Design for Learning . Retrieved Mar. 1, 2011 from http://lessonbuilder.cast.org/window.php?src=videos
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Assignment Week 2 - Part 2 Instructions

As a reminder, group collaboration is a major emphasis in the Teaching with Technology course. This week, you will continue to collaborate with your learning team in the Google docs area to plan your solution for the scenario-based, group project. Review the scenario, then begin brainstorming possible solutions in your group Google doc.

By the end of Week 3, your team should have a completed plan to solve the scenario. The plan, written in a Google doc, will be loaded to your team Google site by the end of Week 3. Remember you can view the scenario by going to the sample Google site at: <http://sites.google.com/site/luteachingwithtechnology> or you can find the document in the Week 2 Resources folder.

As you read and discuss the content in this week's readings, you should begin to formulate the type of learning activities you and your team members will recommend as part of the solution for your group's project. Your team should participate in a brainstorming session to plan ways to solve the scenario for the group project. Brainstorming should include evidence of discussions regarding the guiding questions provided in the scenario:

- What process will you use as a learning team to solve the scenario-based problem?
- Who should be a part of the learning team composition?
- Who will be the team leader to get the project started and keep the team on track?
- What skills will your learning team need to possess to successfully solve this problem?
- Which team member has experience with special needs students?
- What will the roles of each team member be in the development, implementation, and assessment of the program?
- Who will be responsible for ensuring the technology-based learning activities are research-based?
- What grade level and content area(s) will you address?
- What will the learning activities look like?
- How will you model examples for the teacher?
- How will you assess the effectiveness of the learning activities?
- What technology tools will be included in the Google wiki/Web site format your team will use for the final delivery of your scenario solution? Will it include video, documents, and other technology project samples?
- Who will publish your work and to which free sites such as TeacherTube, Google

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Videos, Flickr, or others will be linked back to the Google team wiki/Web site?

Provide evidence of who will be responsible for which parts of the project construction and who will be the team leader for the full project or how will that role rotates throughout the project.

One member of the team should have already created the team Google site in Week 1. Continue to add to the team Google wiki/website this week by adding additional resources and content related to your finished group project. If you need assistance with creating a Google site, then you can visit these YouTube videos: http://www.youtube.com/watch?v=Iwrf_koGSJk or http://www.youtube.com/watch?v=F1B_q_EiVHI&feature=PlayList&p=DCE07F20A6117BC0&playnext=1&playnext_from=PL&index=6 .

To edit a Google site or add pages, then you can visit these YouTube videos:

<http://www.youtube.com/watch?v=HW3OEILssgE&feature=PlayList&p=DCE07F20A6117BC0&index=7>;

<http://www.youtube.com/watch?v=DKXFDdwLLgA&feature=PlayList&p=DCE07F20A6117BC0&index=8> ; or

<http://www.youtube.com/watch?v=2bIjZdNaFbQ&feature=PlayList&p=DCE07F20A6117BC0&index=16>.

To share a Google site, then you can visit this YouTube video:


<http://www.youtube.com/watch?v=QDxXWf4OXzU&feature=PlayList&p=DCE07F20A6117BC0&index=9>

As in the past, be sure to send both the link to your Google site as well as your shared team Google doc to your instructional coach.

Each individual on the team will need to submit the content below to your IA via Epic Assignments. Consequently, each team needs to work closely together to be certain each team member has the same information. If you have questions, please contact your IA.

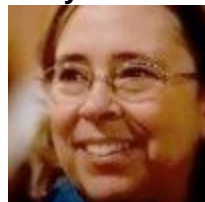
Assignment Week 2- Part 2 Submission Content

Your Team's Google Doc URL and shared with team members, IA, and Professor(s)	http://tinyurl.com/EDLD-5364-Group-Project full URL: https://docs.google.com/document/d/1hWOGsyPaoSrM2nQeSvyAyG5OHuOllp3qyXSYBirfaGA/edit?hl=en&authkey=Ciqw4alP&pli=1#
Your Team's Google Site URL shared with	http://sites.google.com/site/projecttechnologytools/

the world.	
Time and Date of Your Update	
<p>A Copy of Your Wiki Posts</p> <p>(Copy and paste your post from your Team Wiki here.)</p>	<p style="text-align: center;"><u>EDLD 5364 Group Project</u></p> <p style="text-align: center;"><u>truncated address:</u> http://tinyurl.com/EDLD-5364-Group-Project</p> <p><u>Note:</u> Highly recommend using Mozilla or Chrome when working in Google Docs. Internet Explorer and Google Docs do not play well together.</p> <p><u>Table of Contents</u></p> <p><input type="checkbox"/></p> <ul style="list-style-type: none"> Team Members Website URL Group Project: Task Scenario Teacher Background Students' Background Guiding Questions Group Project Checklist Week 1 Week 2 Week 3 Week 4 Week 5 Discussion Board <p><input type="checkbox"/></p> <p><u>Team Members</u></p> <p>Leanne Knight Patty Odom Kathy Wade</p> <div style="text-align: center;">  </div> <p>Leanne Knight email: knightl@hpsd.org ALSO imaknight@gmail.com skype: nowaknight Areas of expertise: Technology Integration Specialist Global instruction and integration Presenting Professional Development</p>

TCEA Steering committee

Patty Odom



email: Patty.Odom@abilene.tstc.edu or patty.odom@yahoo.com

Yahoo IM: patty.odom

Areas of Expertise:

College Instructor

Graphic Design

Curriculum Design: Face to Face, Hybrid, and Online classes

Blackboard and Moodle

Syllabus and rubric creation

Adobe Software

Kathy Wade

email: kwade@dlsisd.org

krmwade@gmail.com

skype:kwade729

Areas of Expertise:

MS Office

Multimedia software

9th-12th age group

Website URL

Here's the website URL. It took me longer to find a name for the site than it did to build it. lol <http://sites.google.com/site/projecttechnologytools/> . Let me know if I need to change anything or make any additions. Patty

Group Project:

specifics found at: <http://sites.google.com/site/luteachingwithtechnology/>

Task

As the school-based technology expert, you have been given an opportunity to model how technology can positively impact student achievement for diverse learners. Work with your learning team to create a solution for the scenario listed below. Use the guiding questions as a resource to begin your planning and discussions within the shared Google doc your team created in Week 1.

Scenario

The school principal directed you, a lead technology school-based expert, to work jointly with a classroom teacher to create learning experiences that not only meet students' individual differences, but also address 21st Century learning trends. Specifically, the principal asked for you to design, implement, and assess a technology integration/intervention program for a group of 30 students with unique needs.

	<p><u>Teacher Background</u></p> <p>The classroom teacher possesses basic computer skills, but has minimal understanding of how to teach with technology to benefit student learning.</p> <p><u>Students' Background</u></p> <p>Of the 30 students, there are 10 identified as gifted and talented. The gifted and talented students are accustomed to working individually online. Two students have disabilities dramatically affecting learning. One student is blind and another is hearing impaired. The remaining 18 students reflect ability levels ranging from the lowest level to high achieving.</p> <p><u>Guiding Questions</u></p> <p>Leanne will write in dark blue Patty will write in dark green Kathy will write in dark purple</p>	
	What process will you use as a learning team to solve the scenario-based problem?	Collaborate on Google docs using information gathered from our Wk 1 & 2 readings, videos, discussions, and lectures We will also meet via Skype. Leanne will record the session and post discussion.
	Who should be a part of the learning team composition?	Leanne Knight, Kathy Wade, Patty Odom
	Who will be the team leader to get the project started and keep the team on track?	Leanne Knight
	What skills will your learning team need to possess to successfully solve this problem?	Perseverance, creativity, technology skills
	Which team member has experience with special needs students?	I am a college instructor. I have worked with autistic and asperger students, 2 deaf students and 1 blind student, but we do not have as many rules and regulations as the public schools. Usually we accommodate the students individually according to their needs. I work with elementary students who are gifted and talented, autistic, ADD, hearing impairments, along with other special needs. My teaching assignment is technology and computer applications classes in high school. My district practices inclusion and about one tenth of the students in my classes are identified special ed students with varying levels of academic abilities.
	What will be the roles of each team	

	member in the development, implementation, and assessment of the program?	
	Who will be responsible for ensuring the technology-based learning activities are research-based?	
	What grade level and content area (s) will you address? What will the learning activities look like?	5th Grade Geography Students will have a choice of learning projects including an online poster, a podcast, a vodcast, or a website.
	How will you model examples for the teacher?	
	How will you assess the effectiveness of the learning activities?	
	What technology tools will be included in the Google wiki/website format your team will use for the final delivery of your scenario solution? Will it include video, documents, and other technology project samples?	
	Who will publish your work and to which free sites such as TeacherTube, Google Videos, Flickr, or others will be linked back to the Google team wiki/website?	
<p>Group Project Checklist</p> <p>Week 1</p> <p><input checked="" type="checkbox"/> Create a 3-5 member team.</p> <p><input checked="" type="checkbox"/> Create a Google doc for team planning. This is the area where the team will create the action plan to solve the scenario.</p> <p><input checked="" type="checkbox"/> Create a team Google site to publish the team's final group project with the world with at http://sites.google.com/site/projecttechnologytools/ with a minimum of two pages: Title page and a page to display the team Plan.</p> <p>Week 2</p> <p><input checked="" type="checkbox"/> Brainstorm within the team Google doc and plan how you will solve the scenario. The Google doc information should be visible from the Plan page in your site.</p> <p><input checked="" type="checkbox"/> Provide evidence that each team member collaborated within the Google doc.</p> <p><input type="checkbox"/> Add another page to your team Google site that will be the area you will publish your</p>		

Individual UDL lessons, eBooks, and team reflections. You might consider creating multiple pages such as Team Reflections, Learning Activities, and/or Technology Technology Products. It is up to the team to decide how to best create the site.

Week 3

- _____ Publish each individual UDL lesson, eBook, and team reflection to the team Google site.
- _____ Provide evidence that each team member contributed to the reflection.
- _____ Finalize the team's Action Plan to solve the scenario. Publish the plan to the team Google site. Provide evidence that each team member contributed to the plan.
- _____ Select the mediums your team will use to share your final group project with the world within the Google wiki/website.

Week 4

- _____ Provide examples of student-centered learning activities with technology to meet the diversity of the students based upon your team's research of assistive and adaptive technologies appropriate for the students described in the classroom scenario.
- _____ Provide evidence that each team member contributed to the learning activities.
- _____ Include the components (See Week 4 Rubric.)
- _____ Design of the Integration/Intervention Program: Provide the grade level, content area to meet the needs of the 30 unique students in the scenario.
- _____ Implementation of the Integration/Intervention Program: Provide examples of learning activities/units/technology projects to address each unique set of needs in the scenario, evidence of a way to address the professional development needs of the teacher in the scenario, and evidence of the use of 21st Century technology trends.
- _____ Provide evidence of ways to meet individual differences: Gifted and talented, online users, disabled, blind, hearing impaired, and multiple achievement levels as denoted in the project scenario.
- _____ Assessment of the Integration/Intervention Program: Provide evidence of assessment for each learning activity, evidence for some type of assessment which might include observations/reflections regarding how you might determine whether the teacher has an understanding of how to teach with technology to benefit student learning.

Week 5

- _____ Publish your scenario-based solution to the team Google wiki/website and share with the world.
- _____ Share a team reflection about what you have learned through completing the Scenario-based Group Project.
- _____ Includes rationale for the selection of each learning activity/unit and technology products selected for the scenario solution.
- _____ Includes rationale for the recommended professional development for the teacher.
- _____ Reflection is a minimum of 6 paragraphs in length. The reflection may include text, video, photos, or a combination of mediums to fully reflect upon the team's scenario solution.
- _____ Reflection shows connections and references to content learned in course; correct grammar, spelling, APA format.

tech choices:

glogster
podcast (visually impaired)
vodcast
voicethread
website

Geography:

§113.7. Social Studies, Grade 5.

(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and

(B) translate geographic data into a variety of formats such as raw data to graphs and maps.

(7) Geography. The student understands the concept of regions. The student is expected to:

(A) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;

(B) describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics; and

(C) locate the fifty states on a map and identify regions such as New England and the Great Plains made up of various groups of states.

(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(A) identify and describe the types of settlement and patterns of land use in the United States;

(B) describe clusters of settlement in the United States and explain their distribution;

(C) analyze the location of cities in the United States, including capital cities, and explain their distribution, past and present; and

(D) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present.

(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe ways people have adapted to and modified their environment in the United States, past and present;

(B) identify reasons why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs; and

(C) analyze the consequences of human modification of the environment in the United States, past and present.

<http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html#113.7>

Discussion Board

LK March 2@ 5:55 AM: Discussion from week 2 which occurred March 1 at 9:00 PM: this is the embedded code in case we need it for the Google site

<div>

<object classid="clsid:d27cdb6e-ae6d-11cf-96b8-444553540000"

Here is a direct link to visit sound for the google doc:

http://lmknight.podbean.com/mf/play/fa8ig/rec_paodom53_01_Mar_2011_21_10_46.mp3

I will post video today. I recorded the video from the first ten minutes of the discussion. Then I audio recorded the last 36 minutes which is the link above.

LK: March 2 @ 12:50 PM

if **audio** does not work with pod beam try: <http://www.youtube.com/watch?v=CEIIUcxaE9o>

embed code for site:

```
<object width="425" height="344"><param name="movie"
value="http://www.youtube.com/v/CEIIUcxaE9o?hl=en&fs=1"></param><param
name="allowFullScreen" value="true"></param><param name="allowsriptaccess"
value="always"></param><embed src="http://www.youtube.com/v/CEIIUcxaE9o?hl=en&fs=1"
type="application/x-shockwave-flash" allowscriptaccess="always" allowfullscreen="true"
width="425" height="344"></embed></object>
```

link for **video** of discussion last night. It looks like once Patty joined it kicked off the video recorder. Most of the true conversation is on the podcast linked above.

<http://www.youtube.com/watch?v=Pa61BrS8gtQ>

embed code for site:

```
<object width="425" height="344"><param name="movie"
value="http://www.youtube.com/v/Pa61BrS8gtQ?hl=en&fs=1"></param><param
name="allowFullScreen" value="true"></param><param name="allowsriptaccess"
value="always"></param><embed src="http://www.youtube.com/v/Pa61BrS8gtQ?hl=en&fs=1"
type="application/x-shockwave-flash" allowscriptaccess="always" allowfullscreen="true"
width="425" height="344"></embed></object>
```

Patty--3/3/11 Some ideas for the project. Just thinking out loud.

Subject: Geography 5th grade

1. How to read a map
2. Map out a trip from Amarillo to Wichita Fall to Fort Worth to Waco to Austin the state capital (or let them decide the path)
3. List the highways and towns they will pass through on their journey
4. They will need to look at the map on Google Maps
5. Have the students in groups. Place the special needs students in different groups so the other students can help them with the assignment.
6. For the final assessment they could create a Weebly site with all of the information they find on each town they pass through and a map showing the route they will take. *I like Kathy's idea of giving them a choice of what they will do for their final project: podcast, vodcast, online poster, or weebly site.*
7. They could also explain what a legend on a map is.
8. They might even draw their own map of Texas and show the highways they will take and the towns they will pass through.

Web address for Educational Origami: <http://edorigami.wikispaces.com/>

Leanne, as you said in the meeting, this is a great site to use for the teacher training in the different technologies they can use in the classroom.

UDL website: <http://www.udlcenter.org/>

CAST website: <http://www.cast.org/udl/index.html>

Glogster: <http://www.glogster.com/>

Weebly: <http://www.weebly.com/>

here is one of the sites I've built in Weebly. I now have all of my students build a weebly site to save their assignment on. <http://pattyodomphotography.weebly.com/> . It is very easy to use. Most of it is drag and drop.

youtube downloader: <http://youtubedownload.altervista.org/>

here is a site with a list of free screen readers: <http://www.thefreecountry.com/utilities/free-screen-readers.shtml#screenreaders>

Here is a site that I learned about at a meeting. It is www.qik.com . You can use any device that has a data plan and record a video and it instantly goes on the web.

LK thoughts 3/4/11

Lesson "rough thinking":

Students in groups of 4

Each group receives a specific US region

Final assignment: Students create an advertisement for their region to be shared via students choose how they will share the information learned....and each group will teach class about their region

tech choices:

glogster

podcast (visually impaired)

vodcast

voicethread

website (ie: Weebly, Wikispaces)

modifications that can be used for visual impairment:

podcast

[IntliKeys](#)

Braille cover on keyboard

text to speech software

incorporate specific lesson strands from Odom's info above

Tutorials or guides

Digital publishing rubric: <http://edorigami.wikispaces.com/file/view/digital+publishing+rubric.pdf>

also teacher help: <http://edorigami.wikispaces.com/Web+2.0+PD+Resources>

Google Earth and Maps

Google Maps tutorial: <http://edorigami.wikispaces.com/file/view/starter+sheet++googlemaps.pdf>

Google Earth tutorial: <http://edorigami.wikispaces.com/file/view/starter+sheet++google+earth.pdf>

Glogster

about Glogster http://www.youtube.com/user/glogster#p/a/u/1/X7JZ_29qd-I

Glogster tutorial for teacher (starting at 2 min 14 sec tutorial for students also):

<http://www.youtube.com/watch?v=80NISdsouuE>

Glogster tutorial for teacher to create specific accounts:

<http://glogsteredu.edu.glogster.com/excel-import-tool/>

Examples of Glogster's:

<http://tehescmarts.edu.glogster.com/map-reading/>

<http://s8k39vj.edu.glogster.com/gn-southwest/>

<http://greggatclaxton.edu.glogster.com/landforms/>

<http://cyouel.edu.glogster.com/maps-and-globes/>

<http://anthonyajtms.edu.glogster.com/delaware/>

How to embed Glog on Wikispaces: <http://glogsteredu.edu.glogster.com/wikispaces/>

Website

Weebly:

Weebly tutorial for teacher: <http://www.youtube.com/watch?v=5AqR6vo0pno&feature=related>

<http://www.youtube.com/watch?v=TTVT19ydMeo>

Weebly beginners guide: <http://help.weebly.com/beginners-guide.html>

Wikispaces:

tips for making a "good looking" wiki <http://blog.wikispaces.com/2009/11/tips-for-a-good-looking-wiki.html>

formatting <http://blog.wikispaces.com/2011/02/tips-and-tricks-formatting-a-page.html>

templates: <http://blog.wikispaces.com/2010/05/tips-and-tricks-page-templates.html>

Podcast

podcasting resources: <http://thinkingmachine.pbworks.com/w/page/22187707/Think-Educational-Podcasting-with-Windows>

tutorial <http://www.guidesandtutorials.com/podcasting-tutorial.html>

audacity tutorial: <http://audacity.sourceforge.net/manual-1.2/tutorials.html>

podcast tutorial: <http://radio.about.com/od/createyourownpodcast/ss/How-to-Create-Your-Own-Podcast-Make-Your-Own-Talk-Show-Music-Program-or-Audio-Stream.htm>

Voicethread

Resources: <http://thinkingmachine.pbworks.com/w/page/22187721/Think-VoiceThreads>

Voicethread tutorial: <http://edorigami.wikispaces.com/file/view/starter+sheet++voicethread.pdf>

Educator "getting started"

https://voicethread.com/media/misc/getting_started_educator_mpb.pdf

Voicethread "how to" basics: <https://voicethread.com/support/howto/Basics/>

Voicethread "how to" create: <https://voicethread.com/support/howto/VoiceThreads/Creating/>

Resources: <http://voicethread4education.wikispaces.com/Resources>